

BLAW 640 Advanced Alternative Dispute Resolution- NewCrs-2018-07-09

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. *

Form Information

 The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

First Step: ONLY change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-CrsRvs-2015-08-10**

- If DUAL LISTED list BOTH courses in the page title***

Second Step: Click “SAVE” on bottom right

- DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS***
- Please be sure to remove the Brackets while renaming the page***

Third Step: Make sure the word DRAFT is in yellow at the top of the proposal

Fourth Step: Click on “EDIT CONTENTS” (*not EDIT*) and start completing the template. When exiting or when done, click “**SAVE**” (*not Save Draft*) on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

**Indicates a required field*

Proposer*	Henry Webb	Proposer Email*	hwebb@iup.edu
Contact Person*	Henry Webb	Contact Email*	hwebb@iup.edu
Proposing Department/Unit*	Finance and Legal Studies	Contact Phone*	7243575744

(A) Course Prefix*	BLAW
(B) Course Number*	<i>See the Registrar's List of Unavailable Course Numbers at http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=129323</i> 640
(C) Course Title*	Advanced Alternative Dispute Resolution
(D) Course Level*	graduate-level

<p>(E) Cross Listed*</p> <p>Dual Listed courses must use the</p> <p>Dual Listed form</p> <p>Note: both courses to be dual-listed</p> <p>must be approved through Senate</p> <p>PRIOR to requesting Dual Listing</p> <p><i>Dual Listed = Courses listed at two levels, such as undergraduate and graduate, masters and doctoral, etc.</i></p>	<p><i>Cross Listed = Course has more than one prefix such as GEOG/RGPL 233</i></p> <p>NO</p> <p>If YES, with:</p>
<p>(F) Variable Credit*</p>	<p>NO</p> <p>If YES, enter the number of credits:</p>
<p>(G) Variable Title*</p>	<p>NO</p> <p>If YES, enter the title(s):</p>
<p>(H) Number of Credits*</p>	<p>Class Hours per Week:1.5 (I was asked to provide clarification as to why this is only a 1.5-credit-hour course. I was originally asked by Eberly Dean Camp and MBA Director Dr. Lipinski to design this course as a 1.5-credit-hour course, which I did. After the committee's request for clarification I asked Dr. Lipinski what the justification was, and he explained to me that they were in the process of redesigning the MBA curriculum and required a 1.5-credit-hour course. He specifically said to tell the committee that "program needs" required and justified the 1.5-credit-hour nature of the course. If you need additional information, please let me know.)</p> <p>Lab Hours:0</p> <p>Credits:1.5 (I was asked to provide clarification as to why this is only a 1.5-credit-hour course. I was originally asked by Eberly Dean Camp and MBA Director Dr. Lipinski to design this course as a 1.5-credit-hour course, which I did. After the committee's request for clarification I asked Dr. Lipinski what the justification was, and he explained to me that they were in the process of redesigning the MBA curriculum and required a 1.5-credit-hour course. He specifically said to tell the committee that "program needs" required and justified the 1.5-credit-hour nature of the course. If you need additional information, please let me know.)</p>
<p>(I) Repeatable Course*</p> <p>This is for courses that can be</p> <p>Repeated multiple times e. g. Internship</p>	<p>NO</p> <p>If YES, please complete the following:</p> <p style="text-align: center;">Number of Credits that May be Repeated:</p> <p style="text-align: center;">Maximum Number of Credits Allowed to be Repeated:</p>
<p>(J) Prerequisite(s)</p>	<p>Student must be enrolled in IUP's MBA program.</p>

(K) Co-requisite(s)	<i>This means that another course must be taken in the same semester as the proposed course</i>																				
(L) Additional Information	<p><i>Check all that apply. Note: Additional documentation will be required</i></p> <p><i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i></p> <p><i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i></p> <p><i>* Distance Education: Please complete the Distance Education section of this form (below)</i></p>																				
(M) Recommended Class Size	<p>NO</p> <p>Number (Enter Zero if No):0</p> <p>If YES: (Check one of the following reasons and provide a narrative explanation)</p> <p>Explain (required):</p>																				
(N) Catalog Description*	<p><i>Guidelines: Do not include pre/co-requisite information here. The registrar prefers a concise description of course content, beginning with an active verb.</i></p> <p>Focuses upon advanced Alternative Dispute Resolution principles and the application of those principles in simulated negotiations, mediations, and arbitrations. Emphasizes international business disputes and how to effectively overcome the barriers to the successful resolution of such disputes as a result of cultural issues and differences in governing laws and regulations. Concludes with a simulation taking students through all steps of a complex dispute, including identification of the dispute parameters, an information negotiation with the other parties, the mediation of the dispute with an independent mediator, and finally the arbitration of the dispute before a panel of three arbitrators. Dispute resolution ethics will be explored throughout the course.</p>																				
<p>(O) Student Learning Outcomes* (SLO)</p> <p>For Each Outcome Describe</p> <p>How the Outcome Will Be Measured</p>	<p><i>These should be measurable, appropriate to the course level, and phrased in terms of <u>student achievement</u>, not instructional or content outcomes</i></p> <p><i>If dual listed, indicate additional learning objectives for the higher level course. Hit Tab to add additional lines</i></p> <p>Note that the text box in the table expands</p> <table border="1" data-bbox="326 1182 1485 1898"> <thead> <tr> <th data-bbox="326 1182 415 1257">SLO #</th> <th data-bbox="415 1182 1170 1257">Outcome</th> <th data-bbox="1170 1182 1485 1257">How outcome is assessed</th> </tr> </thead> <tbody> <tr> <td data-bbox="326 1257 415 1396">1</td> <td data-bbox="415 1257 1170 1396">Master advanced Alternative Dispute Resolution theories and concepts, including effectively resolving complex business disputes via negotiation, mediation, and arbitration. Students will obtain this mastery through reading the textbook and other course materials, through in-class lectures and discussions, and through a number of team-based assignments.</td> <td data-bbox="1170 1257 1485 1396">Quizzes, exams, and performance on team-based assignments.</td> </tr> <tr> <td data-bbox="326 1396 415 1514">2</td> <td data-bbox="415 1396 1170 1514">Apply advanced Alternative Dispute Resolution theories and concepts to real-world, complex, international business disputes by participating in simulated negotiations, mediations, and arbitrations. Some simulated exercises will be team-based and some will be individual.</td> <td data-bbox="1170 1396 1485 1514">Performance on simulated negotiations, mediations, and arbitrations.</td> </tr> <tr> <td data-bbox="326 1514 415 1671">3</td> <td data-bbox="415 1514 1170 1671">Identify and take into account cultural differences that may affect the dispute resolution process in international business disputes. Students will also be able to identify and take into account the differences in the applicable rules and regulations of the parties' countries</td> <td data-bbox="1170 1514 1485 1671">Quizzes, exams, and performance on simulated dispute resolution exercises involving cultural differences and differences in rules and regulations.</td> </tr> <tr> <td data-bbox="326 1671 415 1789">4</td> <td data-bbox="415 1671 1170 1789">Explore various ethical issues that frequently present themselves in the context of complex disputes, as well as how to effectively address those ethical issues.</td> <td data-bbox="1170 1671 1485 1789">Quizzes, exams, and performance on simulated dispute resolution exercises involving ethical dilemmas.</td> </tr> <tr> <td data-bbox="326 1789 415 1898">5</td> <td data-bbox="415 1789 1170 1898">Conduct all phases of a complex dispute resolution process, from the initial identification of the dispute parameters, to an informal negotiation with the other parties, to the mediation of the dispute with an independent mediator, to the arbitration of the dispute before a panel of three arbitrators.</td> <td data-bbox="1170 1789 1485 1898">Simulated dispute resolution exercises.</td> </tr> </tbody> </table>			SLO #	Outcome	How outcome is assessed	1	Master advanced Alternative Dispute Resolution theories and concepts, including effectively resolving complex business disputes via negotiation, mediation, and arbitration. Students will obtain this mastery through reading the textbook and other course materials, through in-class lectures and discussions, and through a number of team-based assignments.	Quizzes, exams, and performance on team-based assignments.	2	Apply advanced Alternative Dispute Resolution theories and concepts to real-world, complex, international business disputes by participating in simulated negotiations, mediations, and arbitrations. Some simulated exercises will be team-based and some will be individual.	Performance on simulated negotiations, mediations, and arbitrations.	3	Identify and take into account cultural differences that may affect the dispute resolution process in international business disputes. Students will also be able to identify and take into account the differences in the applicable rules and regulations of the parties' countries	Quizzes, exams, and performance on simulated dispute resolution exercises involving cultural differences and differences in rules and regulations.	4	Explore various ethical issues that frequently present themselves in the context of complex disputes, as well as how to effectively address those ethical issues.	Quizzes, exams, and performance on simulated dispute resolution exercises involving ethical dilemmas.	5	Conduct all phases of a complex dispute resolution process, from the initial identification of the dispute parameters, to an informal negotiation with the other parties, to the mediation of the dispute with an independent mediator, to the arbitration of the dispute before a panel of three arbitrators.	Simulated dispute resolution exercises.
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**(P) Brief
Course
Outline***

Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar, or assignments

As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or

direct faculty instruction, there should be a minimum of two hours of out of class student work.

A. REVIEW OF BASIC ALTERNATIVE DISPUTE RESOLUTION THEORIES AND CONCEPTS

- Distributive Bargaining versus Integrative Negotiation
- Negotiation
- Mediation
- Arbitration

B. ADVANCED NEGOTIATION PRINCIPLES AND TECHNIQUES

- Simulated Negotiation A
- Debrief Simulated Negotiation A

C. MULTIPARTY NEGOTIATIONS

- Simulated Negotiation B
- Debrief Simulated Negotiation B

D. INTERNATIONAL BUSINESS NEGOTIATIONS

- Cultural Issues
- Issues Posed by Differing Rules and Regulations of the Parties' Countries
- Simulated Negotiation C
- Debrief Simulated Negotiation C

E. ADVANCED MEDIATION PRINCIPLES AND TECHNIQUES

- High-Emotion Mediations and How to Defuse Them
- Getting the Mediator on Your Side
- Simulated Mediation A
- Debrief Simulated Mediation A

F. ADVANCED MEDIATION PRINCIPLES AND TECHNIQUES, CONTINUED

- Delivering Effective Opening Statements
- Using Mediation as a Discovery Tool
- Simulated Mediation B
- Debrief Simulated Mediation B

G. ADVANCED ARBITRATION PRINCIPLES AND TECHNIQUES

- Important Clauses to Include in the Arbitration Brief
- Drafting the Arbitration Brief for Maximum Impact

H. ADVANCED ARBITRATION PRINCIPLES AND TECHNIQUES, CONTINUED

- Effective Oral Advocacy
- Simulated Arbitration A
- Debrief Simulated Arbitration A

I. MANAGING A COMPLEX DISPUTE THROUGH ALL STAGES OF THE DISPUTE RESOLUTION PROCESS

- Review of Hypothetical and Identification of Dispute Parameters
- Negotiating the Dispute with the Other Parties
- Mediating the Dispute before an Independent Mediator
- Arbitrating the Dispute before a Panel of Three Arbitrators
- Crafting an Effective Settlement Agreement to Ensure the Durability of the Resolution

Rationale for Proposal

(Q) Why is this Course Being Proposed?*	<p>Alternative Dispute Resolution skills are extremely important in business and most MBA programs offer Alternative Dispute Resolution courses. We would like to offer this course as a 1.5-credit-hour course so that IUP's MBA students can learn more effective negotiation, mediation, and arbitration skills and strategies, especially in the context of complex, international business disputes. As businesspeople, our graduates should be able to manage a dispute through all phases of the dispute resolution process and this course will provide them with the knowledge and skills they need to do so.</p>
(R) University Senate Summary of Rationale	<p><i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i></p> <p>Alternative Dispute Resolution skills are extremely important in business and most MBA programs offer Alternative Dispute Resolution courses. We would like to offer this course as a 1.5-credit-hour course so that IUP's MBA students can learn more effective negotiation, mediation, and arbitration skills and strategies, especially in the context of complex, international business disputes. As businesspeople, our graduates should be able to manage a dispute through all phases of the dispute resolution process and this course will provide them with the knowledge and skills they need to do so.</p>
(S) How Does it Fit into the Departmental Curriculum?*	<p><i>Check all that apply</i></p> <p>Core Requirement Major Requirement</p> <p>If Other, please explain:</p>
(T) Is a Similar Class Offered in Other Departments? *	<p>NO</p> <p>Please Provide Comment:</p>
(U) Does it Serve the College /University Above and Beyond the Role it Serves in the Department?*	<p>YES</p> <p>Please Provide Comment:</p> <p>Yes, this course will prepare our MBA graduates to be better businesspeople in the community, which will reflect well upon IUP as a whole. This course also increases the diversity of practical skills courses our MBA students will have access to.</p>
(V) Who is the Target Audience for the Course?*	<p>Restricted to Majors/Minors</p> <p>If Other, please explain:</p> <p>This course will be restricted to MBA students.</p>

<p>(W) Implications for Other Departments*</p>	<p>A. What are the implications for other departments?</p> <p>(For Example: overlap of content with other disciplines, requirements for other programs)</p> <p>There should not be any implications for other departments. All MBA courses are within Eberly, as is this course, and it does not overlap with any other IUP course as far as we are aware.</p> <p>B. How have you addressed this with other department(s) involved? What was the outcome of that attempt?</p> <p>N/A</p>				
<p>(X) Attach Supporting Documents for Implications, if Necessary</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; border-bottom: 1px solid black;">File</th> <th style="text-align: center; border-bottom: 1px solid black;">Modified</th> </tr> </thead> <tbody> <tr> <td style="height: 50px;"> </td> <td> </td> </tr> </tbody> </table>	File	Modified		
File	Modified				
<p>(Y) Are the Resources Adequate?*</p>	<p><i>(i.e. faculty, space, equipment, laboratory supplies, library materials, travel funds, etc.)</i></p> <p>YES</p> <p>Please Provide Comment:</p>				

Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

<p>If Completing this Section, Check the Box to the Right:</p>	<p>NOTE: you must check this box if the Course has previously been approved for Distance Education</p>
<p>Course Prefix/Number</p>	
<p>Course Title</p>	
<p>Type of Proposal</p>	<p><i>See CBA, Art. 42.D.1 for Definition</i></p>
<p>Brief Course Outline</p>	<p><i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments</i></p> <p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p>
<p>Rationale for Proposal (Required Questions from CBA)</p>	

<p>How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?</p>									
<p>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.</p>	<table border="1"> <thead> <tr> <th>Course SLO #</th> <th>How outcome is assessed using Distance Education Technologies</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> </tr> <tr> <td>2</td> <td></td> </tr> <tr> <td>3</td> <td></td> </tr> </tbody> </table>	Course SLO #	How outcome is assessed using Distance Education Technologies	1		2		3	
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1									
2									
3									
<p>How will the instructor-student and student-student interaction take place? (if applicable)</p>									
<p>How will student achievement be evaluated?</p>									
<p>How will academic honesty for tests and assignments be addressed?</p>									

Liberal Studies Section

- Complete this section only for a new Liberal Studies course or Liberal Studies course revision

<p>If Completing this Section, Check the Box to the Right:</p>	<p>NOTE: you must check this box if the Course/Program has previously been approved for Liberal Studies</p>
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<p>Liberal Studies Course Designations (Check all that apply)</p>	
<p>Section 1</p>	
<p>Learning Skills:</p>	
<p>Knowledge Area:</p>	
<p>Liberal Studies Elective</p>	<p><i>Please mark the competencies(s) that apply - must meet at least one</i></p>
<p>How does this course fit into the designation you indicated above?</p>	
<p>Expected Undergraduate Student Learning Outcomes (EUSLOs)</p>	<p><i>Map each course outcome to the appropriate EUSLO's that apply. Fill in the course outcome number. See https://www.iup.edu/liberal/faculty-and-staff/euslos/ for additional information regarding mapping EUSLOs</i></p>

Map the Course Outcome to the
EUSLO's

Informed Learners demonstrate:	Course SLO #
<ul style="list-style-type: none"> the ways of modeling the natural, social and technical worlds 	
<ul style="list-style-type: none"> The aesthetic facets of human experience 	
<ul style="list-style-type: none"> the past and present from historical, philosophical and social perspectives 	
<ul style="list-style-type: none"> the human imagination, expression and traditions of many cultures 	
<ul style="list-style-type: none"> the interrelationships within and across cultures & global communities 	
<ul style="list-style-type: none"> the interrelationships within and across disciplines 	
Empowered Learners demonstrate:	Course SLO #
<ul style="list-style-type: none"> effective oral and written communication abilities 	
<ul style="list-style-type: none"> ease with textual, visual and electronically-mediated literacies 	
<ul style="list-style-type: none"> problem solving skills using a variety of methods and tools 	
<ul style="list-style-type: none"> information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources 	
<ul style="list-style-type: none"> the ability to transform information into knowledge and knowledge into judgement and action 	
<ul style="list-style-type: none"> the ability to work within complex systems and with diverse groups 	
<ul style="list-style-type: none"> critical thinking skills including analysis, application and evaluation 	
<ul style="list-style-type: none"> reflective thinking and the ability to synthesize information and ideas 	
Responsible Learners demonstrate:	Course SLO #
<ul style="list-style-type: none"> intellectual honesty 	
<ul style="list-style-type: none"> concern for social justice 	
<ul style="list-style-type: none"> civic engagement 	
<ul style="list-style-type: none"> an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society, and on the physical world 	

	<ul style="list-style-type: none"> • an understanding of themselves and a respect for the identities, histories and cultures of others 	
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<p>How will each outcome be measured (note should mirror (O) Student Learning Outcomes* (SLO) from the course proposal</p>	<table border="1"> <thead> <tr> <th style="width: 15%;">Course SLO #</th> <th style="width: 40%;">Assessment Tool to be used to measure the outcome</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> </tr> <tr> <td>2</td> <td></td> </tr> <tr> <td>3</td> <td></td> </tr> </tbody> </table>	Course SLO #	Assessment Tool to be used to measure the outcome	1		2		3		
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1										
2										
3										


All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading. Please answer the following questions.

<p>Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. Please explain how this course will meet this criterion.</p>	
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<p>Liberal Studies courses require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles. Please describe how your course will meet this criterion.</p>	
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Teacher Education Section

- Complete this section only for a new Teacher Education course or Teacher Education course revision

<p>If Completing this Section, Check the Box to the Right:</p>	<p>NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items</p>
<p>Course Designations:</p>	
<p>Key Assessments</p>	
	<p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> • The Overall Program Assessment Matrix • The Key Assessment Guidelines • The Key Assessment Rubric <p style="text-align: center;">File Modified</p> <hr/> <p>No files shared here yet.</p> <ul style="list-style-type: none"> • Drag and drop to upload or browse for files 

Narrative Description of the Required Content	<i>How the proposal relates to the Education Major</i>
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Please scroll to the top and click the Page Status if you are ready to take action on the workflow.
Please submit an ihelp if you have any questions <http://ihelp.iup.edu>